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ABSTRACT

This guide is designed to provide teachers with information about achieving sex equity in their classrooms and in helping students avoid sex bias when planning their careers. The following topics are covered: the teacher's role in a bias-free classroom; issues of equity for teachers; teachers' influence on the classroom learning center; tech prep program opportunities, basic skills and workplace success, and enrollment in nontraditional vocational and academic programs and courses; selection and use of texts, resource materials, and career information; the Interlink work force planning region and database; and three classroom activities reflecting unbiased values. A summary, self-examination designed to assess sex-role expectations and expand awareness of sex equity, and a list of six references conclude the guide. (MN)

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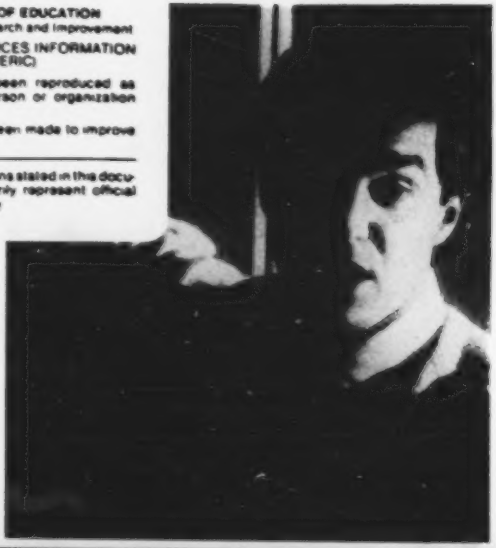

Influencing Option Building Through Instruction

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1993

Equity Report 106

Teachers Guide To Student Bias-Free Career Planning

Influencing Option Building Through Instruction

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Foreword

We have written **The Teachers Guide To Student Bias-Free Career Planning** to provide teachers with information about achieving sex equity in their classrooms. Some suggestions have been made to help us all accomplish our goal of sex bias abolishment in education. There are a variety of reasons why this is our desired purpose. Once we as teachers are knowledgeable about the presence of biases in our classrooms and take steps to change them, only then will our students be able to reach their optimal potential.

It is the assumption of the authors that sex equity can be best attained through education. The achievement of sex equity will allow males and females to develop themselves as individual people without gender limitations. We view education as a primary source for balancing the opportunities and accomplishments of all students who come from less fortunate economic backgrounds.

- Rhonda S. Hill
- Melissa Boyett

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I. TEACHERS ROLE IN BIAS-FREE CLASSROOM

Introduction

The focus of this manual is on equity from the perspective of the teacher. It will discuss issues in equity, the elimination of sex bias and stereotyping, race and ethnic equity, and the enrollment in nontraditional vocational programs and courses. Our goal as vocational and academic teachers is to provide influence through instruction and guidance to students on how this is achieved within their career planning, goal setting, interest establishment, and on going decision making. If students are to receive a gender-fair education leading to a future with more vocational and professional options, it is necessary to create an awareness of behaviors which occur in the educational setting that contribute to inequities.

It is necessary for us to provide an awareness to all students and parents concerning issues such as (1) unemployment rate, (2) cost of living, (3) altering occupational opportunities of men and women, (4) changes in the work force, and the (5) rate of single parents without marketable skills. (See Figure 1).

Major Trends Affecting Tomorrow'S Workforce

- There will be a decrease in the workforce.
- The average age of workers will rise.
- Increased number of females will be employed.
- One-third of new workers will be people of color.
- More immigrants will be employed.
- Majority of new jobs will be in services and information.
- New jobs will require higher skills.
- Challenges for business will be immense.

Source: U.S. Department of Labor, Bureau of Labor Statistics, Women at Work

Figure 1

II. ISSUES OF EQUITY FOR THE TEACHER

Equity means the privilege to choose an occupation despite traditional stereotyping. One major issue in equity is sex bias and stereotyping. Sex bias is defined as behaviors resulting from the assumption that one sex is superior or inferior to the other. Sex stereotyping is attributing behaviors, abilities, interests, values, and roles to a person or group of persons based on their sex.

Another issue that will be discussed is race and ethnic equity. Race and ethnic equity is the freedom to choose an occupation regardless of your race or ethnic group membership. Finally, the last issue that will be examined is the enrollment in nontraditional vocational programs and courses. Nontraditional vocational programs and courses are defined as those not traditionally enrolled in by students of one sex. For example, construction trades is a nontraditional program for females; and home economics is a nontraditional program for males.

Sex Bias and Stereotyping

One way to eliminate sex bias and stereotyping is through awareness. If our school and home environments had greater awareness of this problem, then the greater the sensitivity and recognition of the subtle and hidden message that says males and females will be treated differently. As sensitivity intensifies, one begins to realize that stereotyping is in every aspect of life. The following table show how males and females are traditionally taught directly and indirectly differently because of their gender.

STAND OUT FROM THE CROWD

A MAN IS TAUGHT	A WOMAN IS TAUGHT
be dominant	to be passive
to score	to please a man
to be ambitious, take charge	to be satisfied, passive
to live on the edge	to be taken care of
to make the rules	to follow the rules

Examples Of Sex Bias

One example is the expectation of a man to hold open a door for a woman. Although most people believe that this is what a man is supposed to do, it is in reality a sex bias. Why is this not a general act of common courtesy that is not limited to only men opening doors for women?

When individuals experience diverse treatment because of their sex in an educational setting, students become accepting of and bound by the differences ascribed by each sex. Consequently, they select occupations that have been traditionally pursued by their gender. Because society chooses to neglect this issue, we have created barriers, that prevent self exploration into one's hidden aspirations.

Women and Society - Some Facts

- Only 4% of the Nation's families are made up of an employed father, housekeeper mother and 2 children.
- More than 1/3 of all families maintained by women have incomes below the poverty level.
- If the rate of poverty increases as it has, the American "poverty" population would be composed solely of women and their children by about the year 2000. (National Advisory Council on Economic Opportunity)
- Of the 61,400,000 million families in the Nation 1 out of 6 is maintained by a single female.
- The number of women maintaining families on their own has more than doubled over the past two decades; it is presently 10,211,000 women.
- The number of mothers whose children under age 21 had absent fathers grew more than 84% between 1970 and 1984.
- Only 60% of absent fathers in 1985 were required to pay child support; only about 1/3 paid the full amount.

Source: U.S. Department of Labor

Males and females are also treated differently on many jobs even though they hold the same title and perform the same duties. This is evident by the wage gap between males and females. This wage gap is illustrated in the following chart.

Women's Earnings		
As A % Of Men's		**Wage Gap**
1962	60%	40%
1964	61%	39%
1966	58%	42%
1968	59%	41%
1970	60%	40%
1972	60%	40%
1974	59%	41%
1976	61%	39%
1978	61%	39%
1980	61%	39%
1982	62%	38%
1984	64%	36%

Source: U.S. Department of Labor

Being aware of the problem of sex bias and stereotyping is not enough. We as teachers must take action by changing our behavior in order to stop this type of wage gap.

Changing our behaviors as teachers cannot be accomplished overnight. This occurs because something was instilled in us since early childhood and reinforced in our educational experience. A major step in altering behavior is self assessment of our own ideas, attitudes, values, and beliefs. Once we have a vision of stereotyping and sex bias methods and their impact, we have the foundation for providing equal information and opportunities for each student in our classrooms. Once we have evaluated ourselves, then we should not limit students to narrow ideas about themselves. Students, male and female, should have exposure to multiple opportunities in vocational technical and academic education along with a wide range of career possibilities. This will allow your students to make intelligent decisions about the courses they wish to take and the career(s) they wish to pursue. Not only does there need to be a decrease in sex bias among men and women, but an elimination of discriminating against students of different ethnic backgrounds.

Race and Ethnic Groups

America's work force is changing. It is no longer predominately white and male. There is greater cultural diversity everywhere. According to the Bureau of Labor Statistics, minorities will hold 26 percent of all jobs by the year 2000, up from 22 percent in 1990. Although minority employment rates are increasing, there is still room for improvement. For example, the following charts represent the number of employed psychologists and the average salaries of psychologists by gender and racial/ethnic groups.

Number of Employed Psychologists

	Men	Women
Total	139,700	116,500
White	131,700	102,500
Black	3,100	6,000
Asian	800	4,400
Nat. Amer.	1,400	500
Hisp.	2,700	3,100

Source: U.S. Department of Labor, Bureau of Labor Statistics, Women at Work.

Average Salaries of Psychologists

	Men	Women
White	$36,600	$29,700
Black	27,400	26,600
Asian	39,600	19,300
Nat. Amer.	41,900	37,400
Hisp.	26,400	24,000

Source: U.S. Department of Labor, Bureau of Labor Statistic, Women at Work.

III. TEACHERS INFLUENCING THE CLASSROOM LEARNING CENTER

The classroom is where teachers have an influencing power over their students. Whether we realize it or not, students model their teachers. Therefore, we must be aware of our own biases and opinions so that we do not discourage a child from his or her interest. So much focus has been on the teacher, but the new trend is that of shared responsibility of classroom interaction. Classroom guidelines have been turned over so that students set their own rules with respect to other students and hopefully eliminate the problem of bias by learning to respect others interests and feelings.

There are several things that teachers can do to insure that students are given opportunities to explore their interests. Teachers need to work closely with counselors to explore students occupational options. The counselor will assess students needs and interest and supply the teacher with supplemental information on occupations which will require college, technical school or on-the-job training.

Not only should teachers work closely with counselors, they should understand that not all students learn the same. Therefore, they should not be biased against a student that does not learn in the way that they are most comfortable teaching. Be flexible and aware that students have different learning styles. Instruction needs to be matched to the learning style for true comprehension to take place.

Just as importantly, encourage students to become knowledgeable through career exploration and by using the *Occupational Outlook Handbook*. The broader awareness of various jobs, the less limited students will be. Finally, teachers can check references from publishing companies for updated sex equity information. Carol Marshall said, "We must seek the vision, the process and the models which allow us to replace 'what is' with 'what works' -- to bring success in learning to all students" (CSL News, Oct-Nov. 1991).

IV. TECH PREP PROGRAM OPPORTUNITIES, BASIC SKILL AND NONTRADITIONAL ENROLLMENT

If, as teachers, we are going to make the move to increase opportunities for racial and ethnic groups by the 21st century, then our foundation for teaching and learning must change. We are all working on curriculum improvements to make education more relevant for all. Tech Prep Programs offer new opportunity and hope. It consist of three educational options. The first option is college prep. College Prep provides for the student a broad based curriculum so that they will have the academic foundation to be successful in college. The second option is Career Prep. It will provide a major emphasis on basic skills to be successful in the work place. The final option will be actual Technical Preparation. It is a sequence of studies beginning in high school and continuing through at least two years of a postsecondary occupational education (National Tech Prep Network, Oct. 1992). The program parallels a college prep course of study and presents an alternative to the "minimum requirement" diploma (National Tech Prep Network, Oct. 1992).

The Tech Prep program integrates academic and occupational subjects placing heavy emphasis on articulation from secondary to postsecondary education. Articulation between high school and two year colleges embodies a competency based, technical curriculum, designed jointly by business/labor and secondary/ post secondary schools, which teaches essential competencies without duplication or repetition.

This new Tech Prep teaches the curriculum which will provide better educated workers along with the ability to transfer skills into the workplace with less risk of bias barriers.

Basic Skills and Career Success

The basic skills for successful employment and self sufficiency is more than math, science and language. We also need to consider the basic skills that will provide success in the workplace. The following charts suggests the full range of basic skills needed for success on the job and in other life roles.

SUCCESS IN WORKPLACE BASIC SKILLS

Occupational Skill Level	Computer Literacy
Assertive Life Skills	Problem Solving
Communication	Basic Math, Science, Foreign Language
Human Relations	Initiative Taking

Source: The Secretary's Commission on Achieving Necessary Skills. *What Work Requires of Schools*. A Scans Report for America 2000.

If, as teachers, we could all teach and reinforce these basic skills, our students no matter what gender or ethnic background, will be equally marketable in the work force. Federal laws have shown a historical sequence of published laws that provide equal opportunities for all. As teachers we should understand these laws and our responsibilities where they apply. The following are but a few laws that you should be aware of:

LAWS

Title IX of the Education amendment of 1972 applies to all educational institutions receiving federal monies.

* prohibits discrimination against students or others on the basis of sex

Title VI of the Civil Rights Act of 1964 applies to all institutions receiving federal monies.

* prohibits discrimination against students or others on grounds of race, color, or national origin.

Equal Pay Act of 1963 applies to all institutions.

* prohibits discrimination in salaries on the basis of sex.

Age Discrimination Act of 1975 applies to all institutions receiving federal financial assistance.

* prohibits discrimination against person based on age.

Carl Perkins Vocational Education Act of 1990 applies to all educational institution receiving federal monies.

* prohibits sex bias and stereotyping in secondary and postsecondary

Enrollment In Nontraditional Vocational and Academic Programs/Courses

In order to have successful programs without inequities, we must plan successful strategies and develop recruitment goals. The following are some specific strategies to increase enrollment in nontraditional courses. The following strategies are to be a helpful guide to assist teachers in their classroom:

- Encourage prevocational and nontraditional enrollments since your course experience influences students eventual enrollment.
- Build flexible exploration activities wherever possible which treat a cluster of related occupations as students may be more likely to perceive nontraditional opportunities in a favorable light especially related to your subject matter.
- Encourage your district to provide more and earlier opportunity to explore nontraditional options at the elementary and junior high levels in all subjects.
- Develop hands-on exploratory programs for students and parents in elementary and junior high grades which will allow both to see the benefits and opportunities in vocational and technical education opportunities.
- Integrate more fully work world and family living issues into coursework to help both boys and girls prepare for non biased interaction within their future work and personal lives.
- Determine whether your curriculum and support material equal emphasis to the achievement of both boys and girls.
- Examine your courses for differential performance standards, graduation requirements and occupations, how instructions and assignments might differ by sex.

In addition to the above list, it would be an advantage to bring into any classroom, people who are employed in nontraditional jobs to speak to students. Therefore, students may be encouraged to explore new career avenues they have not considered to date.

There are various reasons why some students do not pursue nontraditional courses or jobs. Students are discouraged from enrolling in these programs by family, friends, teachers and counselors unknowingly. Girls may feel intimidated and fear that they may not be perceived as feminine if they enroll in courses such as auto mechanics or construction trades, or if they pursue careers such as engineering or dentistry.

Just as girls fear how they may be perceived in nontraditional courses or jobs, so do boys. Boys may fear that they will be looked at as a "sissy." In addition, they may suffer from peer pressure and lack of support from family and friends.

To overcome these feelings, students need to be encouraged to find out all they can about occupations of interest and then to expand their interest. The teacher as a primary influencer in the lives of youth we have a special responsibility and opportunity to open more options for many students.

V. SELECTING AND USING TEXTS, RESOURCE MATERIALS, AND CAREER INFORMATION

Resources available on:

- Career awareness and development
- Equity in the workplace
- Nontraditional occupations for girls and women
- At-risk students
- Career development for students with disabilities
- Teen parents' career development
- Career planning for adults

CENTER ON EDUCATION AND WORK

University of Wisconsin-Madison
Department AM
1025 W. Johnson street
Madison, WI 53706
(608) 263-2929

Resources available on:

- Career awareness (K-7)
- Career exploration
- Study skills
- Time Management
- Decision Management
- Decision Making
- Job application, resume writing, job seeking
- Communications on the job
- Program drop out prevention

JIST

Sherry Brown
Toledo JIST Office
(800) 241-8790
or JIST Customer Service
(800) 648-JIST

Career Development Guidelines Publications

The National Career Development Guidelines Local Handbook(s)

- Elementary
- Middle/Junior High Schools
- High Schools
- Postsecondary Institutions
- Community & Business Organizations

NOICC Training Support Center (NTSC)
1500 West Seventh Avenue
Stillwater, OK 74074-4364
(405) 743-5197

A Comprehensive Career Development Guidance Program for Texas Schools

- Elementary school
- Middle/Junior High School
- High School
- Adult

Educational Development and Training Center (EDTC)
East Texas State University
Commerce, Tx 75429
(800) 356-EDTC

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818 East Main Street
Kilgore, TX 75662-2698

VI. INTERLINK

Today's work force makes it necessary that students begin in their early teens to think about the types of occupations they may want to pursue. More frequently jobs are requiring a solid foundation of academic and vocational technical skills. Therefore, students need to enroll in the courses that will prepare them for their career interests. Failing to do so will severely limit career opportunities.

Interlink is work force planning region for North Central Texas that was formed in 1988 in conjunction with the Texas Department Of Commerce, The Texas Education Agency, and The Texas Higher Education Coordinating Board. Its mission is to increase the efficiency and cost effectiveness of matching education and training in the region with the job requirements of today and the future. Interlink's labor market database consists of information gathered from and in conjunction with state and local government and education agencies with assistance from the business community.

Through the use of Interlink, students can gather information on occupational average annual openings and occupational training time. The following are a few of the occupational categories in which students may gather information:

* Managerial and Administrative
* Professional and Technical
* Clerical and Administrative Support
* Service
* Production/Construction/Operators/Maintenance/Materials

Because of economic and work force changes, students should not depend solely on Interlink to make their career decisions.

Source: North Central Texas Interlink
address: _____
phone: _____

State Occupational Information Coordinating Committee (SOICC)

SOICC's perform many valuable services and provides considerable information and technical assistance relative to labor market and occupational information. Among current SOICC initiatives are:

1. The development and dissemination of a computerized labor market information system.

2. A 24-hour toll-free career information hotline.

3. The development and dissemination of numerous publications and pamphlets.

   Examples:
   * Job Hunter's Guides
   * Occupational Handbooks
   * Directory of Licensed Occupations and Apprenticeship Programs
   * Targeting Your Labor Market Material
   * Career Video Packages
   * Career Tabloids

VII. CLASSROOM (STUDENT) ACTIVITIES REFLECTING NO BIAS VALUES

Activity 1
Signature Activity

The major purpose of this activity is for you to explore the diverse attitudes and roles that exist in our society. You will use the time allotted to you by your instructor to find as many women and men as you can who will agree to one or more of the description of her/himself on the lines below. You must do this by asking people directly or indirectly about themselves in a conversational style.

Women		Men
1 2 3		1 2 3
___ ___ ___	- A person who strives to out do others	___ ___ ___
___ ___ ___	- A person who thinks men should not show affection	___ ___ ___
___ ___ ___	- Someone who is a good cook	___ ___ ___
___ ___ ___	- Someone who is athletic	___ ___ ___
___ ___ ___	- Someone who likes to take bubble baths	___ ___ ___
___ ___ ___	- Someone who chopped wood for a fire	___ ___ ___
___ ___ ___	- Someone who shows emotion freely	___ ___ ___
___ ___ ___	- Someone who displays sensitivity to others	___ ___ ___
___ ___ ___	- Someone who feels men and women are equal	___ ___ ___
___ ___ ___	- Someone who likes to pick wild flowers	___ ___ ___
___ ___ ___	- Someone who feels their own behavior is appropriate for their gender	___ ___ ___
___ ___ ___	- Someone who feels limited due to his or her gender	___ ___ ___

Activity 2
Student Cartoon Activity

Cartoons often encapsulize society's views. For this activity, look through your newspaper's comics for a week. Collect cartoons that express various dimensions of sex role secularization and of the changing roles of women and men. Then prepare to discuss the following questions.

1. What are the traditional expectations men have had of women in a marriage and women have had of men?

   _____

   _____

2. Which of these still hold true today?

   _____

   _____

3. One consequence of gender bias and stereotyping is that men and women must live up to a certain images and, at the same time, not be "caught dead" in certain roles if they are to be respected as men or women.
   a. If they can't or don't live up to these expectations, how does that effect their self-esteem and their acceptance by others?

   _____

   _____

b. What do men and women have to gain from all these changes?

_____

_____

c. What do men and women have to lose?

_____

_____

4. In what ways do you see female and male stereotyping operating at your school? Among students? Among staff? Between students and staff?

_____

_____

5. What is our role as educators in reducing stereotyping?

_____

_____

Activity 3
Assigned Sex Roles
Advantages and Disadvantages

Students will become more aware of the roles that society has traditionally assigned to men and women. They will recognize that they all "know" through cultural upbringing what these roles are. Students will become aware that traditional sex roles have advantages and disadvantages that can limit or expand career choice. They will begin to understand that it is possible to make life decisions based on individual choice rather than assigned roles.

Resources: 18"x 24" newsprint/butcher paper, four sheets per group

Procedure:

1. Divide the class into small groups of four or five students.

2. Ask each group to brainstorm and to develop two list; on one, list all of the advantages and disadvantages of role assigned to males and on the other those of roles assigned to females.

3. Remind students before they start of the rules of brainstorming: no idea may be criticized or rejected; all ideas are accepted and written down.

4. After list are completed, ask each group to go over their list and put a plus by each advantage or disadvantage that would help expand career choice. Put a minus sign by each advantage or disadvantage that would limit a career choice. Allow ten minutes and have a spokesperson from each group explain their findings.

5. Review list with class and note whether females or males have more pluses or minuses with regard to career choice.

6. Elicit from students that the list from different groups were similar in many respects. How did they "know" what the assigned roles were? Where did they learn? When? What contributed to their learnings? Toys, books, TV, records, friends, teachers, and or school?

In final discussion with the class, have the students develop a composite list of advantages and disadvantages of governing one's life on a "free to choose" basis that could apply to both females and males. For example, what are the advantages or disadvantages to working long hard hours on a career that apply to both females and males?

The result will be having students develop a recognition that it is possible and more rewarding to make life decisions based on individual choice rather than on assigned roles based on gender.

VIII. SUMMARY

Inequity to some degree, may exist in our classrooms, in our homes and in the workplace. It exists in stereotyping and discrimination among the sexes and biased thoughts and actions against different racial/ethnic groups. Because of these biases, our students are suffering from not being allowed to explore their own interests or expand their option. They are often limited by tradition. In order to improve our classrooms, changes must take place in our thought process and in our behavior. We must face our changing labor market and provide our students with the foundations they need to be successful. "If we keep on doing what we have been doing, we will keep on getting what we have been getting."

IX. Self Examination

Understanding Your Own Sex-role Expectation

This activity is to help each individual teacher to understand your own sex-role expectations and limitations.

1. Since I am a woman (man): (check one)

☐ I am required ☐ expected ☐ forbidden

2. If I were a woman (man): (Check one)

☐ I could ☐ I would ☐ I would not

3. The most important thing in life for a man is:

_____

_____

4. The most important thing in life for a woman is:

_____

_____

This exercise is to help you explore some of the dimensions of your own sex role and to understand what other options might be available.

MYTH AND REALITY OPINIONNAIRE

Teachers should take a look at their own opinion and biases. Before we can make changes in the classroom we have to have a understanding of our biases.

AGREE	DISAGREE	
_____	_____	1. A woman's place is in the home.
_____	_____	2. Women only work for extra pocket money.
_____	_____	3. When women work outside the home, they deprive men of job opportunities.
_____	_____	4. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."
_____	_____	5. Children of mothers who work outside the home are more likely to become juvenile delinquents.

If teacher answers "agree" then he/she is traditional but unaware of today's economy and our global work force.

If teacher answers "disagree" then he/she is aware of today's labor market and the person has current understanding of society changes.

Source: U.S. Department of Labor

EXPANDING AWARENESS OF SEX EQUITY

Directions: Read each of the following questions and circle the correct answer.

1. What percent of all husband/wife households have at least two persons in the labor force?

   A. 60
   B. 85
   C. 41
   D. 21

2. Most women work in order to:

   A. get out of the house
   B. have the money they need
   C. buy extras for the family
   D. pursue a career

3. What percent of girls in high school today can expect to be part of the paid labor force?

   A. 70
   B. 90
   C. 60
   D. 50

4. By the year 2000, or before, women will constitute what percent of the paid work force?

   A. 40
   B. 65.7
   C. 70
   D. 30

Rather than provide the correct answers, look up and review materials on the topic.

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